

## Activity #3: Building Vocabulary and the COT

### Section 1: Introduction

#### 4—Oral Language Use

<i>Language to Build Basic and Advanced Understanding</i>				
English		Spanish		
Observed	NS	Observed	NS	
				<b>Name/Label</b> various items and specific parts of objects (e.g., instead of “Hand me that,” “Hand me the <i>apron</i> .”).* <i>Ejemplo en español: “En vez de “Dame esto,” “Dame el delantal.”</i>
				<b>Describe</b> how items look, feel, describe action (e.g., “The <i>blue</i> carpet feels rough.”).* <i>Ejemplo en español: “La alfombra azul se siente áspera.”</i>
				<b>Compare/Contrast</b> how items/actions/etc. are the same or different (e.g., “An <i>apron</i> is like a <i>napkin</i> that is attached at your waist.”).* <i>Ejemplo en español: “Un delantal es como un servilleta que se pone en la cintura.”</i>
				<b>Inference/Judgment</b> (e.g., discuss something not explicitly stated or obvious “I think...” “I bet he’s hungry,” “I guess it’s winter,” “I think that’s beautiful/funny/etc.”).* <i>Ejemplo en español: “Yo creo que...” “Yo creo que tiene hambre,” “Que bonito/chistosa.”</i>
				<b>Link/Make connection</b> to child’s personal experience or child’s prior knowledge (e.g., the bear in the text “sniffs” and teacher links: “When we had lunch yesterday, you sniffed the pizza.”).* <i>Ejemplo en español: “Cuando comimos ayer, oliste la pizza.”</i>
				<b>Explain</b> function/cause and effect (e.g., “A blender cuts things up very, very tiny.” or “When you turn on a blender, the blades chop things up very finely.”).* <i>Ejemplo en español: “Una batidora corta cosas hasta que estén muy pequeñas.”</i> <i>Note: If teacher explains what a word means, score it as vocabulary instruction instead.</i>